High School | Sample District
School Report Card | 2011-12 | Table of Contents

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Notes on this School Accountability Report Card

- The data presented in this report card are for public, state and federal accountability purposes.
- Student performance on the Wisconsin Student Assessment System (WSAS) is the foundation of this report. WSAS data includes both Wisconsin Knowledge and Concepts Examinations (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD).
- Starting in 2011-12, schools are held to a higher college and career readiness proficiency benchmark by aligning the cut scores of the WKCE to those of the National Assessment of Educational Progress (NAEP). These higher cut scores have been retroactively applied to show trends. The higher cut scores only apply to WKCE Reading and Mathematics scores, not the WAA-SwD, at this time.
- Comparisons to other reports are not appropriate because the retroactive adjustment to align WKCE results with NAEP means that the count and percent of students scoring at each performance level will not agree. State data to compare against the results in this report card is available here: http://dpi.wi.gov/oea/acct/accountability.html
- Some supplemental data that are not used for accountability calculations are presented for informational purposes in order to provide context. Additional data on student performance are available here: http://dpi.wi.gov/sig/index.html
- To protect student privacy, data for groups of fewer than 20 students are replaced by asterisks.
- NA is used throughout when data are Not Applicable. For example, if a school does not graduate students then graduation data will be NA.
- The analytical processes used in this report card are described in the Technical Guide and Interpretive Guide: http://dpi.wi.gov/oea/acct/accountability.html
- In the future, the school report card will be web-based and will allow readers to click on features for more supplementary data.
- The Wisconsin Department of Public Instruction is collecting feedback on these preliminary report cards. Please complete the survey: http://dpi.wi.gov/oea/acct/accountability.html

High School | Sample District
School Report Card | 2011-12 | Summary

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Accountability Determination

Exceeds Expectations

Rating Category	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	School Score	Max Score	State Score
Student Achievement		/	
Reading Achievement		/	
Mathematics Achievement		/	
Student Growth		/	
Reading Growth		/	
Mathematics Growth		/	
Closing Gaps		/	
Reading Achievement Gaps		/	
Mathematics Achievement Gaps		/	
Graduation Rate Gaps		/	
On-Track and Postsecondary Readiness		/	
Graduation Rate (when available)		/	
Attendance Rate (when graduation not available)		/	
3rd Grade Reading Achievement		/	
8th Grade Mathematics Achievement		/	
ACT Participation and Performance		/	

Student Engagement Indicators
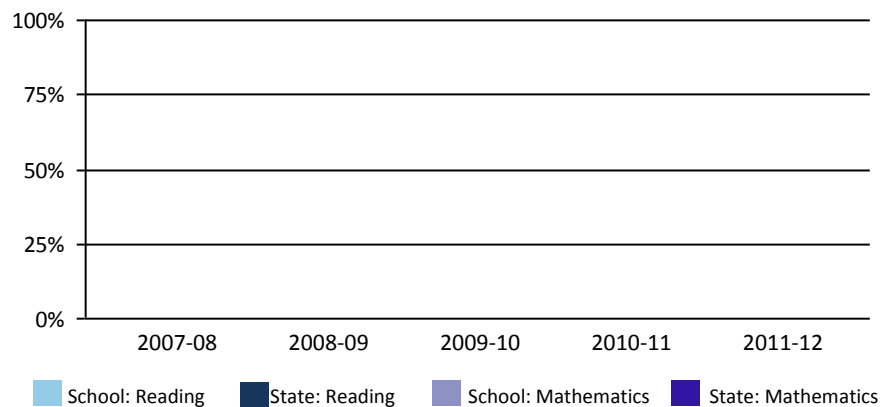Test Participation Lowest Group Rate
Absenteeism Rate
Dropout Rate

Note: Overall Accountability Score is an average of priority area scores, minus Student Engagement Indicators deductions. The average is weighted differently for schools that cannot be measured with all priority area scores, to ensure that Overall Index Scores can be compared fairly for all schools. Details can be found at: http://dpi.wi.gov/oea/acct/accountability.html

School Information

Grades	09-12
School Type	Public High School
Enrollment	###

Race/Ethnicity

American Indian or Alaskan Native	%%.%
Asian or Pacific Islander	%%.%
Black not Hispanic	%%.%
Hispanic	%%.%
White not Hispanic	%%.%

Student Groups

Students with Disabilities	%%.%
Economically Disadvantaged	%%.%
Limited English Proficient	%%.%

WSAS Percent Proficient and Advanced
College and career readiness benchmarks based on NAEP for WKCE

(Chart: y-axis 0% to 100%; x-axis years 2007-08, 2008-09, 2009-10, 2010-11, 2011-12)

Legend: School: Reading | State: Reading | School: Mathematics | State: Mathematics

Student Achievement

What is the purpose of this Priority Area?
The purpose of this Priority Area is to indicate how a school's students' level of knowledge and skills compares against state and national standards .

Briefly, what is being measured?
This measure is a composite of reading and mathematics performance level profiles for the "all students" group in the Wisconsin Student Assessment System (WSAS). The score is based on how a school's students are distributed across the four WSAS performance levels, and it takes three years worth of test data into account.

What can the report card data tell us?
Beyond a school-wide score for Student Achievement, the report card shows the distribution of students across the four WSAS performance levels for the most recent three years.

Schools can use these data to compare themselves against the state average and to see if the data reveal any short-term trend. They can use this information to help develop overall achievement goals to guide improvement efforts.

The data are also broken out by groups of students. Schools can size up the impact of group performance on overall school performance. They can identify particular groups of students who are having trouble or doing admirably well.

What goes into the calculation of the Priority Area score?
The data used to calculate a priority area score can be found in the Technical Report Card and accompanying Technical Guide, which lays out the steps taken to calculate accountability scores. The Technical Guide features worksheets that allow users to calculate these scores for themselves. See: http://dpi.wi.gov/oea/acct/accountability.html

High School | Sample District
School Report Card | 2011-12 | Student Achievement

Student Achievement   Supplemental Data

Group performance is provided for informational purposes only and is not used to determine
the Student Achievement scores used in the accountability index.

Reading Supplemental Data

Group	2009-10						2010-11						2011-12					
	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance		Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance		Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	
All Students: State																		
All Students: School																		
American Indian or Alaskan Native																		
Asian or Pacific Islander																		
Black not Hispanic																		
Hispanic																		
White not Hispanic																		
Students with Disabilities																		
Economically Disadvantaged																		
Limited English Proficient																		

Mathematics Supplemental Data

Group	2009-10						2010-11						2011-12					
	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance		Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance		Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	
All Students: State																		
All Students: School																		
American Indian or Alaskan Native																		
Asian or Pacific Islander																		
Black not Hispanic																		
Hispanic																		
White not Hispanic																		
Students with Disabilities																		
Economically Disadvantaged																		
Limited English Proficient																		

Notes
• Performance levels have been retroactively adjusted to align WKCE results with new college and career readiness benchmarks
  based on National Assessment of Educational Progress (NAEP) performance levels. Count and percent of students scoring at each
  performance level will not agree with previously reported results.

Student Growth

What is the purpose of this Priority Area?

The purpose of this Priority Area is to give schools a single measure that summarizes how rapidly their students are gaining knowledge and skills from year to year. In contrast to Student Achievement, which is based on the levels of proficiency students have attained, Student Growth focuses on the pace of improvement in students' performance. Student Growth treats all improvement, regardless of a student's starting point, as a positive.

Briefly, what is being measured?

At the heart of this measure is a point system that rewards schools for students' progress toward higher performance levels from wherever they started. The point system also deducts points for students regressing toward performance below the proficient level.

The measure most rewards schools showing rapid upward movement and having many students who are progressing. Also, the measure rewards schools that are already doing well and are maintaining the high performance of their students.

What can the report card data tell us?

Measuring growth is an important complement to looking at student achievement when assessing school performance. How well students are learning is reflected both by their level of attainment and by their rate of improvement. A school's performance in one measure could be quite different than its performance in the other.

The report card also provides Student Growth data for groups of students. Schools can size up the impact of groups' growth performance on overall school growth performance. They can identify particular groups of students who are having trouble improving or improving quite rapidly.

What goes into the calculation of the Priority Area score?

The data used to calculate a priority area score can be found in the Technical Report Card and accompanying Technical Guide, which lays out the steps taken to calculate accountability scores. The Technical Guide features worksheets that allow users to calculate these scores for themselves. See: http://dpi.wi.gov/oea/acct/accountability.html

High School | Sample District
School Report Card | 2011-12 | Student Growth

Student Growth   Supplemental Data

Student Growth Supplemental Data
Group performance is provided for informational purposes only and is not used to determine
the Student Growth scores used in the accountability index.

	Reading					Mathematics				
	Students with Growth Data	Growing Toward Higher Level		Declining Below Proficient		Students with Growth Data	Growing Toward Higher Level		Declining Below Proficient	
Group	Count	Count	Percent	Count	Percent	Count	Count	Percent	Count	Percent
All Students: State										
All Students: School										
American Indian or Alaskan Native										
Asian or Pacific Islander										
Black not Hispanic										
Hispanic										
White not Hispanic										
Students with Disabilities										
Economically Disadvantaged										
Limited English Proficient										

Notes
- Data in this table are based on students tested in fall 2010 with data for growth to fall 2011.
- "Growing Toward Higher Level" means students starting below Advanced and growing on a trajectory toward a higher level over the next three years. They are represented in the bold/green cells in the tables on pages four and five.
- "Declining Below Proficient" means students starting at or above Proficient and on a trajectory to decline below Proficient within the next year. They are represented in the italicized/red cells in the tables on pages four and five.
- Growing Toward Higher Level Count and Declining Below Proficient Count will not sum to Students with Growth Data because students who are not growing toward higher level or declining below proficient are not shown.

Closing Gaps

What is the purpose of this Priority Area?

The purpose of this Priority Area is to provide a measure that corresponds to the statewide goal of having all students improve while narrowing the achievement and graduation gaps that often separate different groups of students.

Briefly, what is being measured?

For this Priority Area, students with disabilities, English language learners, and low income students are compared against their complementary, comparison groups. A supergroup (a group meeting the minimum cell size requirement that is comprised of at least two of the above three target groups that on their own do not meet the requirement) is used where applicable so that more schools with small group sizes are covered. For racial/ethnic groups, Black students, Hispanic students, Asian/Pacific Islander students, and American Indian students are compared against White students, the comparison group.

Schools get credit for raising test scores and graduation rates for target groups. If comparison groups decline in performance, however, the amount of credit for target group improvement is reduced. In essence, all progress for target groups is rewarded, regardless of the effect on gap sizes, but that gain can be reduced or negated by falling performance of comparison groups. As a result, this measure encourages school performance that lifts the performance of traditionally lagging groups and over the long run, if not immediately, will result in closing gaps.

What can the report card data tell us?

The acknowledged strength of the federal No Child Left Behind Law was its emphasis on traditionally underserved, underperforming groups. This measure shows whether schools are succeeding in helping lagging groups catch up. It does not reward gap-closing that is due to declining performance of leading groups.

Closing Gaps helps to explain whether factors affecting improved teaching and learning are affecting all groups to the same degree.

What goes into the calculation of the Priority Area score?

The data used to calculate a priority area score can be found in the Technical Report Card and accompanying Technical Guide, which lays out the steps taken to calculate accountability scores. The Technical Guide features worksheets that allow users to calculate these scores for themselves. See: http://dpi.wi.gov/oea/acct/accountability.html

High School | Sample District
School Report Card | 2011-12 | Closing Gaps

Closing Gaps   Total Score: /

Closing Achievement Gaps - Reading | Score: /

Group						Comparison Group						Gap	
	2010-11		2011-12				2010-11		2011-12				
	3-Yr Average Students	Achievement Points	3-Yr Average Students	Achievement Points	Change		3-Yr Average Students	Achievement Points	3-Yr Average Students	Achievement Points	Change	2010-11	2011-12
American Indian or Alaskan Native						White not Hispanic							
Asian or Pacific Islander						White not Hispanic							
Black not Hispanic						White not Hispanic							
Hispanic						White not Hispanic							
Students with Disabilities						Students without Disabilities							
Economically Disadvantaged						Not Economically Disadvantaged							
Limited English Proficient						English Proficient							
"All 3" Supergroup						Not in "All 3" Supergroup							
"SwD-ECD" Supergroup						Not in "SwD-ECD" Supergroup							
"SwD-LEP" Supergroup						Not in "SwD-LEP" Supergroup							
"ECD-LEP" Supergroup						Not in "ECD-LEP" Supergroup							

Closing Achievement Gaps - Mathematics | Score: /

Group						Comparison Group						Gap	
	2010-11		2011-12				2010-11		2011-12				
	3-Yr Average Students	Achievement Points	3-Yr Average Students	Achievement Points	Change		3-Yr Average Students	Achievement Points	3-Yr Average Students	Achievement Points	Change	2010-11	2011-12
American Indian or Alaskan Native						White not Hispanic							
Asian or Pacific Islander						White not Hispanic							
Black not Hispanic						White not Hispanic							
Hispanic						White not Hispanic							
Students with Disabilities						Students without Disabilities							
Economically Disadvantaged						Not Economically Disadvantaged							
Limited English Proficient						English Proficient							
"All 3" Supergroup						Not in "All 3" Supergroup							
"SwD-ECD" Supergroup						Not in "SwD-ECD" Supergroup							
"SwD-LEP" Supergroup						Not in "SwD-LEP" Supergroup							
"ECD-LEP" Supergroup						Not in "ECD-LEP" Supergroup							

Notes
- Details on closing gaps calculations can be found at: http://dpi.wi.gov/oea/acct/accountability.html
- "3-Yr Average Students" is the average number of enrolled students over a three-year period ending in the indicated year.
- "Achievement Points" is the number of points a group would earn if it had a score calculated in the same way as Achievement, detailed on page three, which uses three years of data. Scores are weighted by enrollment, and more recent years contribute more heavily to a score.
- See "About Supergroups" on page eight for a definition and descriptions of supergroups.
- Change and gap values may differ slightly from values calculated by subtracting within the table due to rounding.

High School | Sample District
School Report Card | 2011-12 | Closing Gaps

Closing Gaps   Total Score: /

Closing Graduation Gaps | Score: /

Group						Comparison Group						Gap	
	2009-10		2010-11		Change		2009-10		2010-11		Change	2010-11	2011-12
	Students	Graduation Rate	Students	Graduation Rate			Students	Graduation Rate	Students	Graduation Rate			
American Indian or Alaskan Native						White not Hispanic							
Asian or Pacific Islander						White not Hispanic							
Black not Hispanic						White not Hispanic							
Hispanic						White not Hispanic							
Students with Disabilities						Students without Disabilities							
Economically Disadvantaged						Not Economically Disadvantaged							
Limited English Proficient						English Proficient							
"All 3" Supergroup						Not in "All 3" Supergroup							
"SwD-ECD" Supergroup						Not in "SwD-ECD" Supergroup							
"SwD-LEP" Supergroup						Not in "SwD-LEP" Supergroup							
"ECD-LEP" Supergroup						Not in "ECD-LEP" Supergroup							

Notes

- Closing Graduation Gaps is based on the four-year cohort graduation rate only. In the future Closing Graduation Gaps will be based on both four-year and six-year cohort graduation rate when six-year graduation rate becomes available.
- Closing Graduation Gaps is based on graduation data from the prior year because current year data is not yet available. For example, 2011-12 report cards use 2009-10 and 2010-11 graduation data.
- "Students" is the number of students in the four-year graduation cohort.
- "Graduation Rate" is the four-year cohort graduation rate.
- Only four-year and five-year cohort graduation rates are available for 2011-12 accountability. Six-year cohort rate will replace five-year cohort rate for 2012-13 accountability and will be used going forward.

About Supergroups

Supergroups are a way to look at closing gaps among groups of students that would ordinarily be too small to include.

A supergroup is made up of all the students that belong to any of the groups in the supergroup:
- "All 3" Supergroup: Includes students with disabilities and/or economically disadvantaged and/or limited English proficient students.
- "SwD-ECD" Supergroup: Includes students with disabilities and/or economically disadvantaged students.
- "SwD-LEP" Supergroup: Includes students with disabilities and/or limited English proficient students.
- "ECD-LEP" Supergroup: Includes economically disadvantaged and/or limited English proficient students.

A supergroup is used to evaluate Closing Gaps only when there are less than 20 students in each of the individual groups within the supergroup, but more than 20 students in the supergroup. For example, if a school had less than 20 students with disabilities and less than 20 economically disadvantaged students, but more than 20 students when those groups are combined, the "SwD-ECD" supergroup would be used to evaluate Closing Gaps.

	**High School	Sample District**
	School Report Card	2011-12	On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness

What is the purpose of this Priority Area?
The purpose of this Priority Area is to give schools an indication of how successfully students are achieving educational milestones that predict postsecondary readiness.

Briefly, what is being measured?
This Priority Area has two components. The first component is either a Graduation rate, for schools that graduate students, or an Attendance rate for other schools. The second is a set of measures that include third grade reading achievement, eighth grade mathematics achievement, and ACT participation and performance, as applicable to the school. The scores for these two components are added to produce the Priority Area score.

What can the report card data tell us?
Graduation rates, of course, measure a key education milestone. For schools that do not graduate students, attendance rates are used as a substitute indicator.

Third grade reading ability is linked to high school performance, graduation and college enrollment for Wisconsin students. Eighth grade mathematics ability predicts success in high school mathematics. These are strong metrics for schools to monitor.

The ACT test is a widely used and trusted measure of readiness for college course work. ACT results can help schools understand how well they are preparing students for credit bearing coursework in college.

In the future, other indicators may be incorporated into this Priority Area to enrich the metrics available for ascertaining whether students are on the right trajectory for postsecondary readiness.

What goes into the calculation of the Priority Area score?
The data used to calculate a priority area score can be found in the Technical Report Card and accompanying Technical Guide, which lays out the steps taken to calculate accountability scores. The Technical Guide features worksheets that allow users to calculate these scores for themselves. See: http://dpi.wi.gov/oea/acct/accountability.html

High School | Sample District
School Report Card | 2011-12 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness   Total Score: /

2010-11 Attendance Score: /

Group	Enrollment	Attended Days	Possible Days	Rate
All Students				

2010-11 Graduation Score: /

Group	Four-Year Cohort Graduation Rate			Five-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students						

On-Track and Postsecondary Readiness Supplemental Data
Group performance is provided for informational purposes only and is not used to determine the
On-Track and Postsecondary Readiness scores used in the accountability index.

Group	Four-Year Cohort Graduation Rate			Five-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
American Indian or Alaskan Native						
Asian or Pacific Islander						
Black not Hispanic						
Hispanic						
White not Hispanic						
Students with Disabilities						
Economically Disadvantaged						
Limited English Proficient						

2010-11 ACT Participation and Performance Score: /

Group	Enrolled Students	Tested Students	Percent	Met Reading Benchmark Students	Percent	Met English Benchmark Students	Percent	Met Mathematics Benchmark Students	Percent	Met Science Benchmark Students	Percent
12th Graders											

Notes
- Details on On-Track and Postsecondary Readiness calculations can be found at: http://dpi.wi.gov/oea/acct/accountability.html
- Schools that graduate students earn a Graduation Score. Schools that do not graduate students (elementary, middle) earn an Attendance Score.
- Expected maximum dropout rate and expected maximum absenteeism rate were set based on an analysis of recent statewide data that determined a cut point to focus on schools contributing heavily to lowering Wisconsin's overall performance.
- Only schools with a 12th grade will earn an ACT Participation and Performance score.
- ACT Reading, English, Mathematics, and Science counts and percents are those students that met ACT college readiness benchmarks.

State Assessment Results

The data below are provided for informational purposes only but are not used to calculate a school's state accountability index score. The data below include both WKCE (Wisconsin Knowledge and Concepts Examinations) and WAA-SwD (Wisconsin Alternate Assessment for Students with Disabilities).

Performance levels have been retroactively adjusted to align WKCE Reading and Mathematics results with college and career readiness benchmarks based on the National Assessment of Educational Progress (NAEP) performance levels. Performance levels for WAA-SwD have not been adjusted. Count and percent of students scoring at each performance level will not agree with previously reported results.

Reading										
	2007-08		2008-09		2009-10		2010-11		2011-12	
Grade	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced
3										
4										
5										
6										
7										
8										
10										

Mathematics										
	2007-08		2008-09		2009-10		2010-11		2011-12	
Grade	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced
3										
4										
5										
6										
7										
8										
10										

National Assessment Results

The National Assessment of Educational Progress (NAEP) is administered to 4th and 8th grade students every two years in a representative sample of schools. These data are provided for informational purposes only. They are not used to calculate a school's state accountability score.

Group	4th Grade Percent Proficient or Advanced		8th Grade Percent Proficient or Advanced	
	Mathematics	Reading	Mathematics	Reading
Wisconsin				
Nation				